

Carvers Bay Middle

13000 Choppee Road
Hemingway, South Carolina 29554

Grades 6–8 Middle School

Enrollment 431 Students

Principal Darryl P. Stanley 843–545–0918

Superintendent Dr. H. Randall Dozier 843–436–7000

Board Chair Mr. Joe M. Crosby 843–436–7000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 3 | 31 | 18 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Below Average | Good | N/A |
| 2003 | Below Average | Below Average | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Below Average | Unsatisfactory | No |

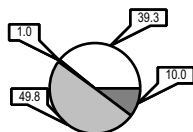
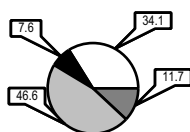
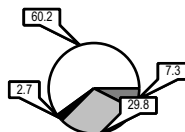
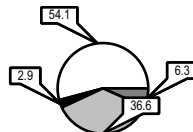
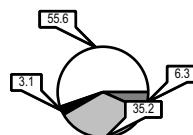
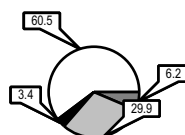
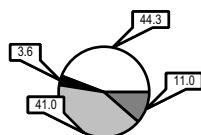
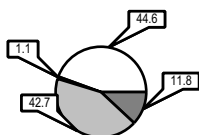
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 424 | 99.8 | 39.1 | 49.9 | 10.0 | 1.0 | 19.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 226 | 99.6 | 45.9 | 44.5 | 9.2 | 0.5 | 16.1 | | |
| Female | 198 | 100.0 | 31.4 | 56.0 | 11.0 | 1.6 | 23.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 67 | 100.0 | 19.4 | 62.9 | 16.1 | 1.6 | 22.6 | No | Yes |
| African American | 356 | 99.7 | 42.8 | 47.4 | 9.0 | 0.9 | 18.8 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 342 | 100.0 | 33.0 | 53.9 | 11.8 | 1.2 | 23.6 | | |
| Disabled | 82 | 98.8 | 64.6 | 32.9 | 2.5 | 0.0 | 1.3 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 424 | 99.8 | 39.1 | 49.9 | 10.0 | 1.0 | 19.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 423 | 99.8 | 39.2 | 49.8 | 10.0 | 1.0 | 19.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 354 | 99.7 | 42.4 | 48.0 | 8.5 | 1.2 | 16.4 | No | Yes |
| Full-pay meals | 70 | 100.0 | 22.4 | 59.7 | 17.9 | 0.0 | 34.3 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 424 | 100.0 | 34.1 | 46.6 | 11.7 | 7.6 | 27.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 226 | 100.0 | 34.2 | 47.5 | 12.3 | 5.9 | 26.0 | | |
| Female | 198 | 100.0 | 34.0 | 45.5 | 11.0 | 9.4 | 29.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 67 | 100.0 | 25.8 | 32.3 | 21.0 | 21.0 | 53.2 | Yes | Yes |
| African American | 356 | 100.0 | 35.7 | 49.0 | 10.1 | 5.2 | 23.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 342 | 100.0 | 27.9 | 49.1 | 13.6 | 9.4 | 32.7 | | |
| Disabled | 82 | 100.0 | 60.0 | 36.3 | 3.8 | 0.0 | 7.5 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 424 | 100.0 | 34.1 | 46.6 | 11.7 | 7.6 | 27.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 423 | 100.0 | 34.2 | 46.5 | 11.7 | 7.6 | 27.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 354 | 100.0 | 35.9 | 48.1 | 10.8 | 5.2 | 24.8 | Yes | Yes |
| Full-pay meals | 70 | 100.0 | 25.4 | 38.8 | 16.4 | 19.4 | 43.3 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 424 | 100.0 | 60.2 | 29.8 | 7.3 | 2.7 | 10.0 |
| Gender | | | | | | | |
| Male | 226 | 100.0 | 63.9 | 26.9 | 5.5 | 3.7 | 9.1 |
| Female | 198 | 100.0 | 56.0 | 33.0 | 9.4 | 1.6 | 11.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 67 | 100.0 | 43.5 | 35.5 | 12.9 | 8.1 | 21.0 |
| African American | 356 | 100.0 | 63.4 | 28.5 | 6.3 | 1.7 | 8.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 342 | 100.0 | 53.3 | 34.2 | 9.1 | 3.3 | 12.4 |
| Disabled | 82 | 100.0 | 88.8 | 11.3 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 424 | 100.0 | 60.2 | 29.8 | 7.3 | 2.7 | 10.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 423 | 100.0 | 60.4 | 29.6 | 7.3 | 2.7 | 10.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 354 | 100.0 | 66.2 | 25.7 | 5.2 | 2.9 | 8.2 |
| Full-pay meals | 70 | 100.0 | 29.9 | 50.7 | 17.9 | 1.5 | 19.4 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 424 | 100.0 | 54.1 | 36.6 | 6.3 | 2.9 | 9.3 |
| Gender | | | | | | | |
| Male | 226 | 100.0 | 52.1 | 37.4 | 7.8 | 2.7 | 10.5 |
| Female | 198 | 100.0 | 56.5 | 35.6 | 4.7 | 3.1 | 7.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 67 | 100.0 | 40.3 | 37.1 | 14.5 | 8.1 | 22.6 |
| African American | 356 | 100.0 | 56.5 | 36.6 | 4.9 | 2.0 | 6.9 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 342 | 100.0 | 46.4 | 42.1 | 7.9 | 3.6 | 11.5 |
| Disabled | 82 | 100.0 | 86.3 | 13.8 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 424 | 100.0 | 54.1 | 36.6 | 6.3 | 2.9 | 9.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 423 | 100.0 | 54.0 | 36.7 | 6.4 | 2.9 | 9.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 354 | 100.0 | 57.7 | 35.3 | 4.4 | 2.6 | 7.0 |
| Full-pay meals | 70 | 100.0 | 35.8 | 43.3 | 16.4 | 4.5 | 20.9 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 129 | 99.2 | 43.3 | 48.0 | 7.1 | 1.6 | 8.7 |
| | 7 | 166 | 100.0 | 45.2 | 46.4 | 8.4 | N/A | 8.4 |
| | 8 | 127 | 100.0 | 41.7 | 52.8 | 5.5 | N/A | 5.5 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 130 | 99.2 | 46.5 | 37.8 | 12.6 | 3.1 | 15.7 |
| | 7 | 135 | 100.0 | 33.6 | 56.3 | 10.2 | 0.0 | 10.2 |
| | 8 | 159 | 100.0 | 37.7 | 54.5 | 7.8 | 0.0 | 7.8 |
| Mathematics | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 129 | 99.2 | 27.6 | 48.8 | 19.7 | 3.9 | 23.6 |
| | 7 | 166 | 100.0 | 36.7 | 50.6 | 10.2 | 2.4 | 12.7 |
| | 8 | 127 | 100.0 | 48.0 | 44.9 | 6.3 | 0.8 | 7.1 |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 130 | 100.0 | 25.8 | 46.9 | 17.2 | 10.2 | 27.3 |
| | 7 | 135 | 100.0 | 29.7 | 43.8 | 14.1 | 12.5 | 26.6 |
| | 8 | 159 | 100.0 | 44.8 | 48.7 | 5.2 | 1.3 | 6.5 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 130 | 100.0 | 67.2 | 21.1 | 8.6 | 3.1 | 11.7 |
| | 7 | 135 | 100.0 | 56.3 | 34.4 | 7.0 | 2.3 | 9.4 |
| | 8 | 159 | 100.0 | 57.8 | 33.1 | 6.5 | 2.6 | 9.1 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 130 | 100.0 | 44.5 | 39.1 | 10.2 | 6.3 | 16.4 |
| | 7 | 135 | 100.0 | 68.8 | 27.3 | 3.9 | 0.0 | 3.9 |
| | 8 | 159 | 100.0 | 50.0 | 42.2 | 5.2 | 2.6 | 7.8 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|------------------------|------------------------------|---|-----------------------------|
| Students (n= 431) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 8.1% | Down from 16.2% | 8.1% | 15.5% |
| Retention rate | 1.9% | Down from 5.1% | 5.0% | 3.0% |
| Attendance rate | 96.8% | No change | 95.0% | 95.8% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 14.0% | Down from 17.3% | 7.5% | 4.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 13.4% | Down from 14.7% | 7.5% | 4.6% |
| Eligible for gifted and talented | 11.4% | Up from 9.4% | 7.6% | 15.3% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 18.6% | Down from 21.7% | 15.3% | 13.6% |
| Older than usual for grade | 10.2% | Down from 10.7% | 7.0% | 4.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.7% | Up from 0.0% | 1.2% | 0.8% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 51.7% | Up from 45.2% | 50.0% | 51.8% |
| Continuing contract teachers | 72.4% | Down from 74.2% | 69.0% | 78.1% |
| Highly qualified teachers | 100.0% | Up from 91.3% | 89.4% | 89.6% |
| Teachers with emergency or provisional certificates | 11.5% | Down from 13.8% | 8.9% | 6.0% |
| Teachers returning from previous year | 78.4% | Down from 81.2% | 78.8% | 85.4% |
| Teacher attendance rate | 96.5% | Up from 94.4% | 94.7% | 94.9% |
| Average teacher salary | \$40,024 | Down 1.8% | \$40,069 | \$41,328 |
| Prof. development days/teacher | 10.6 days | Up from 7.8 days | 10.8 days | 11.5 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 20.3 to 1 | Up from 16.5 to 1 | 18.6 to 1 | 21.3 to 1 |
| Prime instructional time | 92.1% | Up from 89.8% | 87.6% | 89.3% |
| Dollars spent per pupil* | \$8,662 | Up 2.1% | \$7,043 | \$6,022 |
| Percent of expenditures for teacher salaries* | 46.4% | Down from 50.1% | 59.1% | 61.7% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.7% | Up from 50.4% | 93.6% | 96.1% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Average | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 95.0% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 95.3% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Carvers Bay Middle School serves the rural communities of northern Georgetown County. The talented staff utilizes the team approach to instruction, adhering to the middle school concept. Common planning times allow teachers to plan collaboratively, as well as conveniently conference with parents and students. The instructional day is structured to allow four core academic classes and one exploratory class lasting 60 minutes each, and one enrichment class lasting 50 minutes. The enrichment class entails placing students into small focus groups geared towards greater achievement in targeted areas which are based on individual student needs. A flexible A-B Day schedule allows students to take two exploratory classes per quarter. Exploratory classes include art, physical education, music, band, home-arts, science and technologies, keyboarding, reading and writing tech, library skills, and foreign language.

In 2004-05, Carvers Bay Middle School implemented Second Chance Thursday to allow students to study and improve failing test grades. The Homework Center operated four days per week. Students were able to stay after school and receive assistance with homework assignments from highly qualified teachers. High school cadets participating in the ROTC Mentoring Program were assigned to serve as peer mentors for individual students. Additionally, mentor teachers and exploratory teachers were assigned to work with small focus groups to assist in raising PACT scores. Programs designed to promote reading for all students included Accelerated Reader and Book of the Month.

Staff development focused on Best Practice: New Standards for Teaching and Learning in America's Schools, by Zemelman, Daniels, and Hyde. Teachers were involved in a monthly book study to incorporate more effective teaching strategies. Additionally, all instructional staff participated in the Six Traits Writing workshop to enhance writing across the curriculum.

In addition to an active PTO, Carvers Bay Middle School organized a Pastoral Committee to meet over breakfast or lunch at our school. This committee was composed of ministers from each community represented in the school. These ministers were given information on current happenings to share and promote within their congregations. This committee helped create unity, ownership, and community involvement. Finally, a Parenting Room was established within the school to provide brochures, books, and publications on parenting strategies and other relevant topics. The room housed a computer with internet access, educational videos and audio cassettes, and comfortable furnishings. Parenting workshops were held occasionally by the guidance Department.

Darryl Stanley, Principal-CBMS
James Jackson, Chairman - SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 126 | 35 |
| Percent satisfied with learning environment | 53.3% | 72.6% | 79.4% |
| Percent satisfied with social and physical environment | 75.0% | 80.5% | 82.4% |
| Percent satisfied with school-home relations | 37.0% | 77.4% | 85.3% |

*Only students at the highest middle school grade level at this school and their parents were included.